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ABSTRACT

The Home Bilingual Usage Estimate was designed to measure a person's home-family language usage and to yield a single classification according to a criterion scale. The following classifications were established: English monolingual, English dominant, apparent bilingual, Spanish dominant, or Spanish monolingual. Validity was determined by the rating of 25 students' home language usage by an experienced bilingual educator. The Pearson product-moment correlation coefficient was .95 between the ratings on the Home Bilingual Usage Estimate and the ratings assigned by the bilingual educator. Test-retest reliability was .97 at the .001 level of significance. (The test form is appended.) (MH)

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Home Bilingual Usage Estimate

This instrument measures a person's language usage in the home-family domain and yields, among other data, a single score that classifies the person according to a criterion scale. The classifications are: English Monolingual, English Dominant, Apparent Bilingual, Spanish Dominant, Spanish Monolingual. In addition to the classifications listed above, the information gathered through the use of this instrument helps to determine:

1. The degree of bilingual usage in the home of a person or a group of people.
2. Which of the two languages is used more by one person or a group of people.
3. If there is any change in language usage when it is measured at two different times--for instance, at the beginning and end of a three-year period.
4. If both languages are used at home for normal communication, or if one language is restricted to school or home use only.
5. If there is a decrease or an increase in the usage of either language from generation to generation as reflected in the language usage of the three generations of speakers.

Specifications

These specifications were established and incorporated into the instrument in order to supply an adequate measure of relative language usage in the home-family domain:

a. The items should furnish as many situations of bilingual usage as possible in the home environment.
b. The items should be of such a nature and so constructed that no respondent will be unable to understand the items when presented in the respondent's native language.
c. The items should elicit both listening and speaking experiences of the subject.
d. The questions should afford as objective a response as possible.
e. The responses to the questions should yield the relative amounts of English and Spanish usage.

Validity

An external measure or estimate of twenty-five students' home bilingual usage was obtained. An experienced bilingual educator who knew the students, their parents, and their home environment was asked to rate each student's language usage in the home. The educator was born and raised in the community and worked closely with the students' parents and other relatives for several years; because of his intimate knowledge of the home-family environment, he was uniquely qualified to estimate the students' language experiences.

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Home Bilingual Usage Estimate (cont'd)

He was given the following instructions:

Each student is to be rated according to the amount of Spanish and English he hears and speaks in and near his home. In determining the rating, consider these points: the relative amounts of English and Spanish that the subject hears spoken by various members of his family, his friends, and babysitters; and the relative amounts of English and Spanish that the subject speaks to various members of his family, his friends, and babysitters.

The bilingual educator was asked to assign a numerical rating to each student on a scale of 1 to 5 as follows:

1. English Monolingual: hears and speaks English; hears and speaks little or no Spanish.
2. English Dominant: hears and speaks English most of the time and hears and speaks Spanish some of the time.
3. Apparent Bilingual: hears and speaks both English and Spanish in approximately equal amounts.
4. Spanish Dominant: hears and speaks Spanish most of the time and hears and speaks English some of the time.
5. Spanish Monolingual: hears and speaks Spanish; hears and speaks little or no English.

Ratings made by the bilingual educator were completed one week before he had seen a copy of the Home Bilingual Usage Estimate and before the Home Bilingual Usage Estimate interviews were conducted.

The Pearson product-moment correlation coefficient between the ratings that resulted from the Home Bilingual Usage Estimate interview and the ratings assigned by the bilingual educator was .95 at the .001 level of significance.

Reliability

The test-retest procedure was used to estimate reliability of the instrument, with a lapse of four weeks between the first and second interview. The reliability coefficient, using the Pearson product-moment procedure, was .97 at the .001 level of significance.

HOME BILINGUAL USAGE ESTIMATE

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Name of Subject _____ Age _____ Date _____

Address _____ Telephone No. _____

Score Box

	Spanish	English
LISTENING: Total Part 1	____	____
Total Part 2 (Mother)	____	____
Total Part 2 (Father)	____	____
Total Part 3	____	____
TOTAL LISTENING	____	____
SPEAKING: Part 4		
TOTAL SPEAKING	____	____
TOTAL Sp.	____	
TOTAL Eng.		____

FINAL SCORE:
The difference between TOTAL Sp. and TOTAL Eng. ____

JUDGMENT ____

LISTENING: Part 1	Sp.	Eng.
1. Mother → Father	____	____
2. Father → Mother	____	____
3. Brothers & Sisters → Brothers & Sisters	____	____

TOTAL Part 1 Sp. ____ Eng. ____

LISTENING: Part 2

Mother Speaks to other children		*Name* (of each child except subject)	*Age*	*Sex*	Father Speaks to other children	
Sp.	Eng.				Sp.	Eng.
____	____	1. _____	____	____	____	____
____	____	2. _____	____	____	____	____
____	____	3. _____	____	____	____	____
____	____	4. _____	____	____	____	____
____	____	5. _____	____	____	____	____
____	____	6. _____	____	____	____	____
____	____	7. _____	____	____	____	____
____	____	8. _____	____	____	____	____
____	____	9. _____	____	____	____	____
____	____	10. _____	____	____	____	____

Sp. ____ Eng. ____ TOTAL Part 2 (Mother)	Sp. ____ Eng. ____ TOTAL Part 2 (Father)

LISTENING: Part 3

			Sp.	Eng.
1. Brothers & Sisters	➡	Subject	____	____
2. Cousins	➡	Subject	____	____
3. Playmates other than brothers & sisters	➡	Subject	____	____
4. Mother	➡	Subject	____	____
5. Father	➡	Subject	____	____
6. Aunts	➡	Subject	____	____
7. Uncles	➡	Subject	____	____
8. Grandmothers	➡	Subject	____	____
9. Grandfathers	➡	Subject	____	____
10. Babysitter (if other than any of the above)	➡	Subject	____	____

TOTAL Part 3 Sp. ____ Eng. ____

SPEAKING: Part 4

			Sp.	Eng.
1. Subject	➡	Brothers & Sisters	____	____
2. Subject	➡	Cousins	____	____
3. Subject	➡	Playmates other than brothers & sisters	____	____
4. Subject	➡	Mother	____	____
5. Subject	➡	Father	____	____
6. Subject	➡	Aunts	____	____
7. Subject	➡	Uncles	____	____
8. Subject	➡	Grandmothers	____	____
9. Subject	➡	Grandfathers	____	____
10. Subject	➡	Babysitter (if other than any of the above)	____	____

TOTAL Part 4 Sp. ____ Eng. ____

END OF INTERVIEW

Name of Subject _____ Date _____

This sheet is not to be used in the interview. The information needed to complete this form is already contained in LISTENING: Part 3, and SPEAKING: Part 4 of the ESTIMATE.

To determine the pattern of listening and speaking usage of the three generations represented in the ESTIMATE after the interview is over, refer to Parts 3 and 4 of the ESTIMATE. For each item, add the Spanish score in Part 3 to the Spanish score in Part 4 and enter the total in the *Sp(anish)* column for that item on the THREE-GENERATION BILINGUAL USAGE form below. For example, if Item 1. Brothers & Sisters ➡ Subject in Part 3 shows a *Sp(anish)* score of *2* and Item 1. Subject ➡ Brothers & Sisters in Part 4 shows a *Sp(anish)* score of *1*, the total Spanish for Item 1 on the THREE-GENERATION BILINGUAL USAGE form is *3*. Compute the Spanish usage scores for all the items in the same way. Then, compute the English usage scores for the same items.

THREE-GENERATION BILINGUAL USAGE

(From LISTENING: Part 3, and SPEAKING: Part 4 of ESTIMATE)

	Sp.	Eng.
3RD GENERATION		
Item 1. Brothers & Sisters	____	____
Item 2. Cousins	____	____
Item 3. Playmates	____	____
TOTAL 3RD GENERATION	____	____
2ND GENERATION		
Item 4 Mother	____	____
Item 5. Father	____	____
Item 6. Aunts	____	____
Item 7. Uncles	____	____
TOTAL 2ND GENERATION	____	____
1ST GENERATION		
Item 8. Grandmothers	____	____
Item 9. Grandfathers	____	____
TOTAL 1ST GENERATION	____	____

Instructions for HOME BILINGUAL USAGE ESTIMATE

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This interview schedule was developed to measure language usage in the home-family domain of individual subjects and to yield, among other data, a single score that classifies the subject as: English monolingual, English dominant, Apparent bilingual, Spanish dominant or Spanish monolingual. Interview time: approximately 6 minutes.

All three LISTENING activities can be interpreted as listening opportunities for the subject--how much of each language the subject hears (LISTENING); likewise, all SPEAKING activities in Part 4 focus on the subject as a speaker--how much of each language the subject speaks (SPEAKING).

1. Obtain name, address, age and telephone number from the subject or from institutional records and print the information on the ESTIMATE form.

2. Although the language usage information requested can be obtained by phone, it is strongly urged that the interviewer conduct a face-to-face interview. If the subject is a child, obtain the information from one or both parents.

3. For each combination of speaker-listener, ask which language is spoken most of the time. Write a 2 in the appropriate language column (Spanish or English) for that combination. Then ask if the other language is spoken some of the time. If the answer is yes, write a 1 in the other language column. If the answer is no, write a 0 (zero) in the other language column. If a speaker uses both languages with equal frequency, write a 2 in each language column.

4. The person named to the left of the arrow is the speaker in the conversation; the person named to the right of the arrow is the listener in the conversation: For example:

			Sp(anish)	Eng(lish)
Mother	➡	Father	2	1

means the Mother speaks Spanish to the Father most of the time and English some of the time.

5. For LISTENING: Part 2, first ask the names, ages, and sex (M, male; F, female) of all members of the immediate family, except the subject, and list the information. Then, proceed by asking which language the Mother speaks most of the time and which language she speaks some of the time to each member. Finally, ask the questions with the Father as speaker to each family member.

6. If any family member listed on the ESTIMATE spends less than 1/4 of the year (three months) in the home-family environment of the subject, DO NOT COUNT HIS USAGE. For instance, if a married sister visits the family only once a year, or if the family makes brief and occasional visits to grandparents in Mexico, assign 0s to the language usage of the married sister and the grandparents.

7. For LISTENING: Part 3 and SPEAKING: Part 4, proceed as before: for each combination of speaker-listener, ask which language is spoken most of the time. Write a 2 in the appropriate language column (Spanish or English) for that combination. Then ask if the other language is spoken some of the time. If the answer is yes, write a 1 in the other language column. If the answer is no, write a 0 (zero) in the other language column. If a speaker uses both languages with equal frequency, write a 2 in each language column.

8. When the interview is over, total each of the four parts and transfer the totals to the SCORE BOX. Compute the TOTAL LISTENING and TOTAL SPEAKING. Then, add TOTAL LISTENING and TOTAL SPEAKING to get TOTAL Sp. and TOTAL Eng. The difference between TOTAL Sp. and TOTAL Eng. is the FINAL SCORE.

9. Guidelines for Making a JUDGMENT:

a) If the subject scores a TOTAL of 8 or less for ALL FOUR PARTS in the second language (the language with the lower score), consider him a monolingual in the language with the higher score, and write the symbol (S or E) on the JUDGMENT line.

b) If the subject scores a TOTAL of 9 or more for ALL FOUR PARTS in the second language and if the FINAL SCORE is 9 or higher, consider him an S/e (example: Spanish 45, English 12), or an E/s (example: Spanish 29, English 50).

c) If the subject scores a TOTAL of 9 or more in ALL FOUR PARTS in the second language and if the FINAL SCORE is 8 or less, consider him an E/S.

Symbols	Description
E	English monolingual
E/s	English dominant
E/S	Apparent bilingual
S/e	Spanish dominant
S	Spanish monolingual